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ABSTRACT

Intended for practitioners, this book presents a curricular framework for classroom reading and writing experiences that help students understand how reading and writing relate to reasoning and learning. The two sections of the book are organized around three major components of curriculum and how each component was realized in three Indiana classroom settings--inner city, suburban, and small town/city. The first section summarizes current knowledge about reading, writing, and reasoning as it relates to curriculum learning. Although the major curriculum components overlap, they involve: (1) how to begin an authoring cycle; (2) creating a conducive context for exploring literacy in the classroom; and (3) using this frame for communicating and extending curriculum. Full lesson plans for the 32 strategies discussed are included in Section Two. Three feature articles in the book offer readers the opportunity to hear directly from the teachers involved in classrooms using the authoring cycle as a curricular frame. The intent of these feature articles is to present key insights as well as various portrayals of how to begin. (MG)

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